
2F

Information

General Session

**Additions to Title 5 Regulations Pertaining to Degree
Authorizations**

AGENDA INSERT

Executive Summary: This agenda insert includes e-mails and letters commenting on the proposed degree authorizations.

Recommended Action: None

Presenter: Dale Janssen, Director, Certification, Assignment and Waivers Division

Additions to Title 5 Regulations Pertaining to Degree Authorizations

Introduction

At the request of the Commission, staff met with stakeholders to discuss proposed additions to Title 5, California Code of Regulations pertaining to degree authorizations and how they align with the “highly qualified” teacher requirements of the federal No Child Left Behind Act (NCLB). Since the original agenda item was printed, the Commission has received numerous letters from the K-12 and higher education communities providing comments about the proposed degree authorizations. The letters are attached to this item.

Background

As mentioned in the original agenda item, the Commission staff and State Board staff met with middle school stakeholders on March 3, 2004. An e-mail in this Agenda Insert on page GS 2F – 7, from California State University and the University of California raises the issue of process because that they were not included in the meeting. In response to both organizations issue, the meeting was not a public meeting but held at the direction of the Commission to meet with middle school stakeholders. This was an opportunity for staffs from both agencies to hear the issues facing middle schools as they pertain to NCLB and the impact the proposed degree authorizations will have on staffing middle schools. The participants at this meeting were those organizations that made a presentation at the November Commission. At the end of the meeting the stakeholders agreed, as mentioned in the original agenda item, that staff should move forward with the degree authorizations with the understanding that supplementary authorizations would continue to be offered; there was limited discussion about the content of the proposed degree authorizations. Staff did mention that the 16 upper division units had been deleted from the proposal because the SBE Title 5 regulations defined coursework equivalent to a major to be 32 units. There was very limited discussion about this issue because the group was informed that the proposal would be an information item at the March Commission meeting when the public and stakeholders would have an opportunity to discuss the merits of the proposal. While the higher education systems were not represented a middle school professor from California State University, San Marcos did attend. As evidenced by this Agenda Insert many stakeholders have taken this opportunity to voice support as well as propose alternatives to the proposed regulations, as was originally intended.

The degree authorization proposal being presented at this meeting differs from the proposal presented at the August, October and November Commission meetings in two areas. The first is the elimination of the language changing the supplementary authorizations and proposing a sunset date. The second is the elimination of the 16 upper division semester units that had been previously proposed for the degree authorizations. The reason for eliminating these units was to align the requirement with the State Board’s Title 5 regulations pertaining to Highly Qualified

Teacher, which define coursework equivalent to a major to be 32 semester units. Other issues considered were the difficulty in staffing middle school classrooms and access to coursework.

The federal regulations pertaining to Highly Qualified Teacher (HQT) for NCLB, define a Middle School/High School teacher to be HQT if the teacher, in the subject matter he or she teaches, has either passed a statewide test, holds a major, completed coursework equivalent to a major or holds advanced certification. The definition for coursework that is equivalent to a major was left up to the states to define. Following is chronology of how the State Board defined coursework equivalent to a major.

Chronology of Definition for Coursework Equivalent to a Major

June

11-12 - State Board staff presents initial concept to define a NCLB Highly Qualified Teacher. The concept does not define coursework that is equivalent to a major.

July

9-10 - State Board staff presents proposed Title 5 regulations defining a Highly Qualified Teacher. The proposed regulations do not define coursework that is equivalent to a major.

August

13-14 - Commission staff proposes Title 5 regulations pertaining to degree authorizations. The proposal is a method for teachers to earn an authorization to meet the NCLB HQT coursework equivalent to a major. The Commission adopts the degree authorizations concept based on 32 semester units, 16 of which must be upper division units.

September

10-11 - The State Board hears a report on the Title 5 regulations pertaining to HQT and directs staff to make changes to the regulations and conduct a 15-day notice. The changes do not include a definition for coursework equivalent to a major.

October

1-2 – Commission staff presents the Title 5 regulations pertaining to degree authorizations based on 32 semester units, of which 16 must be upper division. The Commission delays action to allow staff to meet with subject matter panels to align the degree authorizations with the K-12 Content Standards.

November

5-6 – The Commission staff presents the degree authorizations for the third time; K-12 stakeholders make presentations before the Commission asking to delay action and meet with Commission staff to review the proposed degree authorizations. The Commission delayed acting on the proposed degree authorizations and directed staff to meet with stakeholders.

12-13 - The State Board reviews the revised Title 5 regulations pertaining to HQT and makes further amendments including a definition for coursework equivalent to a major and requests a second 15-day notice. The State Board regulations define coursework equivalent to a major to be 32 semester units in non-remedial coursework in a particular discipline.

February

27- The Office of Administrative Law approves the Title 5 regulations pertaining to HQT.

Below is the specific Title 5 regulation language pertaining to coursework equivalent to a major:

Subchapter 7. No Child Left Behind Teacher Requirements

Article 1. General

§ 6100. Definitions.

For purposes of No Child Left Behind Teacher Requirements, the following definitions shall apply:

(b) Coursework Equivalent to Undergraduate Major: Thirty-two nonremedial semester units in a particular discipline from an accredited institution of higher education shall constitute coursework equivalent to an undergraduate major.

March

3 – Commission, State Board and Department of Education staff meet with the stakeholders who had requested a meeting at the November Commission meeting. The stakeholders agreed to move forward with the degree authorizations as long as the supplementary authorizations continue to be offered. The degree authorizations are amended to align with the SBE's Title 5 regulations as they pertain to coursework equivalent to a major.

Attached are five e-mails and 37 letters that provide comments regarding the degree authorizations proposal:

E-mail received from Claire Palmerino on March 12, 2004

Hello Dale...

I write to you on behalf of the CSU Fullerton Secondary Cooperative Teacher Education Program, our secondary education campus council comprised of representatives from the academic and education departments. We reviewed your summary report titled, Additions to Title 5 Regulations Pertaining to Degree Authorizations.

We object to eliminating a minimum of 16 units of upper division work from the new 32-unit supplementary authorization requirements. We understand and support the increase from 20 units to 32 for the supplementary authorizations so as to justify the authorization as the equivalent to a degree; however, we do not agree that a person who has 32 lower division units in a subject has a degree equivalent. NCLB requires that the person have a *bachelor's degree* or equivalent in the subject to be taught; we know of no bachelor's degree that lacks upper division units.

We ask that you reinstate the upper division unit requirement even though the SBE did not include it for the HOUSS. Surely we want our new teachers entering the field to be subject matter competent; this authorization requires neither a subject matter exam nor a complete subject matter preparation program. Let us at least keep to a minimal standard that includes upper division units.

Thank you for your consideration.
Claire Palmerino

Claire Palmerino, Ph.D.
Director, Academic Advising Services
California State University, Fullerton
CCT website: www.fullerton.edu/cct
AAC website: www.fullerton.edu/aac

E-mail received from Phoebe Roeder on March 16, 2004

Dale:

Recently Claire Palmerino sent you the message below requesting that the Commission reconsider including the 16 upper division unit requirement in the proposed requirements for a degree authorization.

I support that idea that 16 upper division units should be required for a "Specific" degree authorization, which would allow an individual to teach high school subjects. I think more rigor is required. If campuses don't want to include 16 upper division units, they should help potential teachers pass the appropriate CSET exams.

I do NOT think that 16 upper division units should be required for an "Introductory" degree authorization, which would allow an individual to teach through 9th grade. I think zero to ten units would be reasonable. All of SDSU's current Introductory Supplementary Authorizations plans include lower and upper division courses, but it would be difficult or undesirable to push the total upper division units to 16.

As an example, please consider how I might design an Introductory Degree Authorization for science. Because I coordinate the single subject preparation programs for physics, geoscience, and chemistry (as well as the Liberal Studies major), I am very familiar with the types of science courses that might be chosen:

*I would probably choose 21 units of lower division coursework, preferably the courses that forms the general science core for SDSU's single subject preparation science programs. These courses were chosen to prepare science majors to teach the introductory integrated science type courses common to middle school through ninth grade. The lower division courses in the core are the same as those taken by regular biology, chemistry, geology, and physics majors.

*I would probably complement these courses with 9 units chosen from the science courses that currently satisfy upper division general education at SDSU. These general Education science courses deal with a number of key issues, including the environment, history of science, etc. that would be useful for a future teacher. SDSU uses a couple of these in its current single subject preparation program; my science students think they are valuable for their future careers.

*I would not use science courses that satisfy upper division requirements in the biology, chemistry, geology, or physics majors at SDSU because students would have to take 10-18 units of prerequisites for each subject before they could take one of these majors' courses.

Based on the above analysis, I hope that for the Introductory Degree Authorizations the Commission adopts a plan that requires 32 units with 0 to 10 upper division. However, I hope the Commission continues to work toward versions of the CSET exam that would extend individuals' authorizations so that they could teach middle school. The Foundational-Level Mathematics exam option is intriguing.

Phoebe Roeder
Liberal Studies Program Coordinator
Science Single Subject Program Coordinator
San Diego State University

Email received from Jean Beard on March 19, 2004

Memo to: Dale Janssen, Director, Certification, Assignment and Waiver
Division, CCTC

From: Jean Beard, Coordinator, Subject Matter Preparation Programs, San Jose
State University

Subject: Proposed Title 5 regulations pertaining to degree authorizations

Item 2F on the Commission's March agenda has several problems that I think should be considered before making the proposed changes to Title 5. It was disappointing to see that the providers of new majors or their equivalents were not well represented among the stakeholders who developed this proposal. Had California Community Colleges and California State University (CSU) subject matter faculty been represented I think there may have been some differences in what changes were proposed.

The Federal requirements from No Child Left Behind (NCLB) do provide an opportunity to assure better preparation for teachers in both middle schools and high schools. The California Introductory Supplementary Authorizations are not sufficient for teachers new to the profession. It is appropriate to have collegiate majors for middle school teachers. In fact the current San Jose State University majors in Social Science and Natural Science for Multiple Subject teacher preparation provide such preparation.

My concerns are of two types. First those related to the 32 units that would qualify in lieu of a major, and second with specifics related to the Social Science and Science specifications. My summary follows.

Title 5.80089.3, Section a.2. It is inappropriate for several reasons.

1. The equivalent of a major of any kind would require upper division units. To omit them here is an inappropriate extension of the 20 units acceptable for a Supplementary Authorization. All California higher education segments are having budget problems, so to single out CSU's and thereby eliminate us from the requirements takes a narrow, inappropriate view of the situation. It may be reasonable to consider fewer upper division

units than the 16 originally proposed, but not to eliminate them all together. A CSU BA degree requires a minimum of 12 units of upper division work in the major. (Also applicable to Title 5.80089.4, Section a.2)

2. The use of non-remedial units applicable to a degree is not the same as units applicable for a degree in that subject area. For instance a Biology course that is acceptable for General Education credit, would be acceptable units toward a non-science degree, but may not be applicable to a degree in any of the sciences. (Also applicable to Title 5.80089.4, Section a.2)

3. A minimum requirement of 3 semester units in each listed field makes less sense for a 32 unit program than it did for a 20 unit one. In Science the same 3 units General Education Biology course listed above would qualify a person to teach a year of Life Science in grade 7, or a year of 8th grade Physical Science with a 3 unit Astronomy course for GE physical science. Why not increase the minimum number of units in the listed fields, probably to 6 units? It would be far better in Science, the subject area that I know best.

Title 5.80089.3 Section b.6. Science is weaker than the existing Introductory Science Supplementary Authorization. It lacks the requirements for 2 sequences and for at least one course with a laboratory. The two sequences assured a minimum of 6 units in two of the four sciences. The CDE Curriculum Commission just authorized text selection criteria requiring a minimum of 25% hand-on activities so to omit laboratory experience for the teachers makes less sense now. There will be Science content examinations in 8th grade dealing primarily with the Physical and Earth Science Standards. Shouldn't future middle school science teachers be reasonably prepared in these subjects?

Title 5.80089.4 omits all mention of sciences. Why is that?

Title 5.80089.3, Section b.7. Social Science does not list Economics. But Title 58089.4, Section b lists Economics, as well as Civics/Government, Geography and History without reference to California, U.S. or World, but does not list Social Science. This appears to be related to the contradiction between California subject matter and No Child Left Behind. Shouldn't we sort that out before putting these contradictory items in Title 5?

I have checked Monday's statement from the U.S. Office of Education about adjustments in Science requirements for NCLB. Without details it is not clear how that will help the current Biology majors to also teach Chemistry, but I gather it will be somewhat more feasible. I didn't see anything that will help with the Social Science contradictions, or middle school in general.

We do need clarification. We are inundated with questions from our students, local teachers and school districts that we can't answer with any clarity. Current and prospective teachers want to comply with the new standards, but we can't help them at this point in time. We too are frustrated by the uncertainty. But that should not lead us to make inappropriate or untenable changes in California code.

Email received from Maureen Scharberg March 22, 2004

Mr. Janssen,

As Director of Science Education at San Jose State University, I strongly support and endorse Dr. Jean Beard's comments regarding science that she e-mail you on Friday, March 19, 2004.

The Community College and CSU stakeholders that represent subject matter competency should be involved with Item 2F. At SJSU, we do have a Natural Science major that could potentially serve as a state-wide model for subject matter competency preparation for middle school science teachers.

We certainly need clarification regarding middle school science requirements that are NCLB compliant. We look forward to working with CTC in this matter.

Thank you,

Maureen Scharberg, Director of Science Education
San Jose State University

E-mail received from Dr. Beverly Young, California State University and Robert Polkinghorn, University of California on March 23, 2004.

Agenda item GS2F proposes altering the university coursework requirement for either level of degree authorization (sometimes referred to as "supplemental authorization") to 32 semester units, with no specification as to upper or lower division requirement. The California State University and the University of California together would like to offer several points of information related to this agenda proposal. In the spirit of the Commission's commitment to work collaboratively, we, as major stakeholders responsible for delivering degree authorization programs, feel strongly that the current proposal should be modified.

It is understood that this recommendation is meant to align with the definition used by the State Board of Education, to be in compliance with the NCLB requirement for such authorization. To be considered "highly qualified" NCLB requires that teachers have at least the equivalent of a degree major in the area to be taught. SBE has proposed that 32 semester units would meet that requirement.

The two public university systems would like to raise two points of difference with the recommendation offered, and two proposed alternatives.

Content

- First, in terms of the content of the proposal (and more directed to the SBE responsibility to certify that this constitutes the equivalent of a degree major), the universities would agree that 32 lower-division semester units would represent a strengthening of the existing supplementary authorization standards, but not that this would be "equivalent" to a baccalaureate major. California could reasonably argue that 32 semester units, of which at least 12 are upper division, are equivalent to a baccalaureate major. There are

no majors within either university system that do not have a requirement of upper division coursework.

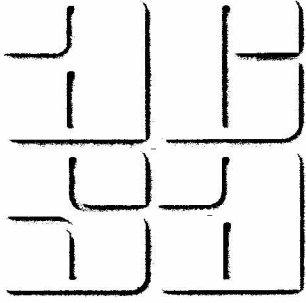
Process

- Second, the process of the development of this agenda item has not allowed appropriate input from the higher education segments. At its last appearance on the CCTC agenda (August, 2002) the proposal was for 32 semester units, of which 16 must be upper division. In March 2003, a meeting of selected stakeholders was held to gather input, but none of the higher education segments was invited to the meeting. Based on the input gathered at this meeting, the initial proposal has been changed to remove the upper division requirement entirely.
- The rationale offered, in part, is a perception that in tough budget times, universities have more difficulty in offering upper division coursework, and that such coursework may be less available. While the current budget situation will certainly make all course offerings more difficult, lower vs. upper division standing will not affect offerings differently. And certainly this would be an area where the university segments might reasonably be requested to offer an opinion as to the probability of this being an issue. Further, the overall question of what constitutes the equivalent of a baccalaureate major might also be a relevant question on which to consult higher education.

Alternatives

- The Commission might consider a proposal to modify the previous recommendation (32 semester units; 16 of which must be upper division) to 32 units, 12 of which must be upper division. This is a less stringent requirement, but is consistent with what the university could support as at least a minimum equivalent to the subject matter major.
- In conjunction with, or instead of the previous alternative, the Commission might adopt separate requirements for the two levels of supplementary authorization. The proposed 32 unrestricted unit requirement might be more appropriate only for the *Introductory Supplemental Authorization*, while the more structured requirement to include a minimum of 12 upper division units could be applied to the more advanced *Specific Supplemental Authorizations*. This is a less preferred alternative, because even for the Introductory level, this would still not truly be the equivalent of an academic major, as the federal regulations require.

Thank you for your consideration of this information. Thanks also to Commission staff, particularly Dale Janssen, for assistance on this issue.



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<http://www.acsa.org>

March 17, 2004

Mr. Lawrence Madkins, Chair
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814

Re: Support Additions to Title 5 Regulations Pertaining to Degree Authorizations
as Written

Dear Mr. Madkins,

On behalf of the Association of California School Administrators, I would like to thank the Commission for the opportunity for a representative group of our members to participate in an input session regarding the consideration of degree authorizations. Allowing teachers to add subject matter authorizations to their existing credentials has been a great concern to us and we are interested in providing them with a format that, while meeting the compliance requirements of No Child Left Behind, allows for the greatest flexibility in course work, financial requirements and in geographic proximity to a provider. It must be kept in mind that the teachers applying for these authorizations currently have a valid teaching credential, and in most instances, are teaching full assignments. It is commendable that these teachers are willing and able to seek further subject matter competencies. We urge the Commission to adopt language that provides these teachers with the greatest flexibility possible.

ACSA believes that the agenda item language, as it is currently written provides for this flexibility and meets the compliance standards as defined by the State Board of Education in their Plan to comply with No Child Left Behind.

Thank you for your consideration of this matter.

Sincerely,

Sharon S. Robison,
Consultant

cc: ✓ Dr. Sam Swofford, Executive Director



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Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento Ca, 95814

Re: Support of the Additions to Title 5 Regulations Pertaining to Degree
Authorizations as Written

Dear Dr. Swofford

The Title 5 Degree Authorizations, as written in your March 25, 2004 agenda, provide for the greatest flexibility for teachers to obtain subject matter competence in additional subject areas as well as to meet the compliance requirements of No Child Left Behind. It is important to keep in mind that the teachers applying for a degree authorization are fully credentialed teachers who are seeking to add to their subject matter authorization to teach additional core subjects. Thirty-two units in a core subject area is a significant number of units above the current teaching credential requirement. It is important to provide all possible financial, institutional and geographical flexibility in assisting the teacher to meet these requirements. I believe that the proposed language does that.

I would encourage the Commission to give serious consideration and support to the language that has been developed by the staff with the input from a significant representative group from the educational community.

Sincerely,

Dr. Sonny H. Da Marto, Superintendent

Ron Seaver
Superintendent
P. O. Box 1339
NAS Lemoore, CA 93245-1339

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Lemoore, CA 93245
Telephone (559) 924-3405
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March 17, 2004

Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95814

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I would encourage the Commission to give serious consideration and support to the language that has been developed by the staff with the input from a significant representative group from the educational community.

Respectively,

A handwritten signature in black ink, appearing to read 'Ron Seaver', is written over a horizontal line.

Ron Seaver
Superintendent

GLENDALE UNIFIED SCHOOL DISTRICT

223 NORTH JACKSON STREET

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(818) 241-3111

March 17, 2004

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California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814

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Sincerely,



Cathy McMullen

Assistant Superintendent, Human Resources



Hesperia Unified School District

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March 17, 2004

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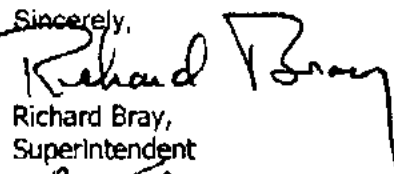
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Sincerely,


Richard Bray,
Superintendent


Bill Freeman, J.D.
Deputy Superintendent, HR/ In house Counsel

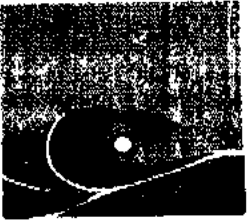

Hank Richardson,
Assistant Superintendent, Personnel Services

Elementary Schools

Carmel: 947-3188 ★ Cottonwood: 949-1390 ★ Eucalyptus: 949-0815 ★ Hollyvale: 947-3484 ★ Joshua Circle: 244-6133 ★ Juniper: 244-6161
Kingston: 244-8069 ★ Lime Street: 244-0512 ★ Maple: 244-3096 ★ Mesa Grande: 244-1709 ★ Mesquite Trails: 949-3149 ★ Topaz: 244-4622

Secondary Schools

Hesperia Junior High: 244-9306 ★ Rancho Middle School: 948-0175 ★ Alt. Ed., ROP, JTPA: 244-1771
Desert Trails High School: 948-6169 ★ Hesperia High School: 244-9890 ★ Mojave High School: 948-3999 ★ Sultana High School: 947-6777



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March 17, 2004

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Sincerely,

Kathy Kessler
Assistant Superintendent
Human Resources

KK/jw



Kings River-Hardwick School District

10300 Excelsior Avenue · Hanford · California · 93230

Phone: (559) 584-4475 · FAX: (559) 585-1422

Jamie M. Perkins, Superintendent

March 17, 2004

Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento Ca, 95814

Re: Support of the Additions to Title 5 Regulations Pertaining to Degree Authorizations as Written

Dear Dr. Swofford

The Title 5 Degree Authorizations, as written in your March 25, 2004 agenda, provide for the greatest flexibility for teachers to obtain subject matter competence in additional subject areas as well as to meet the compliance requirements of No Child Left Behind. It is important to keep in mind that the teachers applying for a degree authorization are fully credentialed teachers who are seeking to add to their subject matter authorization to teach additional core subjects. Thirty-two units in a core subject area is a significant number of units above the current teaching credential requirement. It is important to provide all possible financial, institutional and geographical flexibility in assisting the teacher to meet these requirements. I believe that the proposed language does that.

I would encourage the Commission to give serious consideration and support to the language that has been developed by the staff with the input from a significant representative group from the educational community.

Sincerely

Jamie M. Perkins,
Superintendent

Board of Trustees:

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Teaching • Learning • Inspiring



Lemoore Union Elementary School District

Board Members: Jim Inglis • Stephen Todd • Jeanette Homan • Shawn Beck • Don Warkentin

Dr. Ronald E. Meade, Superintendent

Dr. Lois J. Zercher, Asst. Superintendent

March 17, 2004

Sent Via FAX 916-445-0800

Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento Ca, 95814

Re: Support of the Additions to Title 5 Regulations Pertaining to Degree Authorizations as Written

Dear Dr. Swofford:

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I would encourage the Commission to give serious consideration and support to the language that has been developed by the staff with the input from a significant representative group from the educational community.

Respectfully,

Dr. Ronald E. Meade
Superintendent

March 17, 2004

Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814

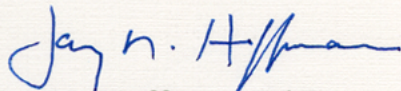
Dear Dr. Swofford,

I am writing to comment on the Title 5 Degree Authorizations to be addressed on your March 25, 2004 agenda. I would like to express my strong support for the proposed language, which was developed by the staff with significant input from the educational community.

The challenges of No Child Left Behind must be dealt with in a rational and flexible manner. The requirement for fully credentialed teachers to add thirty-two units in a core subject area constitutes a major hurdle for teachers already in the classroom. In an effort to provide the most cost effective, and broadly available college units, I encourage CCTC's adoption of the language as proposed. Any effort by institutions of higher education to create restrictive language that might funnel unit-seekers into specific IHE programs must be opposed.

I urge you and the Commission to adopt the Title 5 Degree Authorization language as currently proposed.

Sincerely,



Jay N. Hoffman, Ed.D.
Superintendent





Patterson Joint Unified School District
200 North Seventh Street • P.O. Box 547 •
Patterson, CA 95363
Tel 209.892.3700 • Fax 209.892.5803

"Respect, Responsibility, Results"

PATRICK J. SWEENEY, Ed.D.
District Superintendent

BARBARA HICKMAN
Assistant Superintendent
Educational Services

ELLEN HINKLE
Director
Student Services

STEVE MENGE
Assistant Superintendent

March 17, 2004

Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento Ca, 95814

Re: Support of the Additions to Title 5 Regulations Pertaining to Degree
Authorizations as Written

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I would encourage the Commission to give serious consideration and support to the language that has been developed by the staff with the input from a significant representative group from the educational community.

Sincerely,

Barbara McCleskey

Barbara McCleskey
Adm Asst - HR

Pioneer Union Elementary School District

8810 14th Avenue, Hanford, Ca 93230

(559) 584-8831 Fax (559) 584-1422

Established in 1870

March 17, 2004

Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento Ca, 95814

Re: Support of the Additions to Title 5 Regulations Pertaining to Degree Authorizations as Written

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I would encourage the Commission to give serious consideration and support to the language that has been developed by the staff with the input from a significant representative group from the educational community.

Sincerely,



John Webster
Superintendent



Placer County Office of Education
360 Nevada Street
Auburn, CA 95603

530.889.8020
530.888.1367 FAX
www.placercoe.k12.ca.us

Alfred "Bud" Nobili
Superintendent of Schools

Ron Andrade, Ed.D.
*Deputy Superintendent
Instructional Services*

Larry Mezes, Ed.D.
*Assistant Superintendent
Special Education*

Maureen Burness
*Assistant Superintendent
Placer/Nevada SELPA*

Joan E. Kingery
*Assistant Superintendent
Business Services*

Randi Scott
*Executive Director
49er R.D.P.*

Jill Harper
*Executive Director
Child Development Programs*

Thomas Hall
*Executive Director
Technology & Human Resources*

Debi Pitta
*Executive Director
Professional Development*

Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento Ca, 95814


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I would encourage the Commission to give serious consideration and support to the language that has been developed by the staff with the input from a significant representative group from the educational community.

Sincerely,


Diane K. Youtsey, Director
Placer County Office of Education
ACSA State Chair, Pupil Services/Special Education

County Board of Education
Don Brophy
Rich Colwell
Norman Fratta, Jr.
Scott Gille
Carole Onorato
Kenneth Sahl
E. Ken Tokutomi

An Equa
Opportunity Employee

Pollock Pines Elementary School District

6181-A Pine Street, Pollock Pines, CA 95726 • (530) 644-5416 • Fax (530) 644-5483 • Web Site www.ppsd.k12.ca.us

MOLLY HELMS, Ph.D.
Superintendent

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March 17, 2004

Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814

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As I contemplate trying to meet all the requirements of No Child Left Behind in a small rural school district, I ask that you allow for the greatest flexibility in order for our teachers to be able to become "highly qualified."

I would encourage the Commission to give serious consideration and support to the language that has been developed by the staff with the input from a significant representative group from the educational community.

Sincerely,



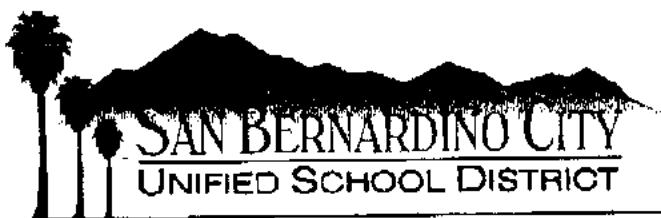
Molly Helms
Superintendent

cc: Sharon Robison

PINEWOOD SCHOOL
6181 Pine Street
Pollock Pines, CA 95726
(530) 644-2384 • Fax (530) 644-6215

EMIGRANT TRAIL SCHOOL
2701 Amber Trail
Pollock Pines, CA 95726
(530) 644-0366 • (530) 644-3401

SIERRA RIDGE MIDDLE SCHOOL
2700 Amber Trail
Pollock Pines, CA 95726
(530) 644-2031 • Fax (530) 644-0198



Arturo Delgado, Ed.D.
Superintendent

Harold J. Vollkommer, Ed.D.
Assistant Superintendent

March 17, 2004

Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento Ca, 95814

**Re: Support of the Additions to Title 5 Regulations Pertaining to Degree
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I would encourage the Commission to give serious consideration and support to the language that has been developed by the staff with the input from a significant representative group from the educational community.

Sincerely,

A handwritten signature in black ink, appearing to read "Harold J. Vollkommer". The signature is fluid and cursive, with a long horizontal stroke at the end.

Harold J. Vollkommer, Ed.D.
Assistant Superintendent, Human Resources

HJV:SR:cmd

HUMAN RESOURCES DIVISION

DEPUTY SUPERINTENDENT

Cary Dritz, Ed.D.

PERSONNEL SERVICES

805.306.4590 fax 805.520-6570

EDUCATIONAL SERVICES

805.306.4570 fax 805.520.6596



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March 17, 2004

Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento Ca, 95814

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I would encourage the Commission to give serious consideration and support to the language that has been developed by the staff with the input from a significant representative group from the educational community.

Sincerely,

Cary Dritz, Ed.D.
Deputy Superintendent



Azusa Unified School District

546 South Citrus Avenue . P. O. Box 500 . Azusa, CA 91702-0500

Phone (626) 967-6211; FAX (626) 858-6123

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| Rod C. Gaeta, Ed.D. | Superintendent |

March 18, 2004

Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95814

Re Support of the Additions of Title 5 Regulations Pertaining to Degree Authorizations
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I would encourage the Commission to give serious consideration and support to the language that has been developed by the staff with the input from a significant representative group from the educational community.

Sincerely,

Dave Baker, Ed.D.
Deputy Superintendent
Human Resources

db/aw

DELTA VIEW JOINT UNION SCHOOL DISTRICT

1201 Lacey Blvd, Hanford, CA 93230

(559) 582-3122/733-8129

Fax (559) 582-3139

Superintendent/Principal

Anthony G. Luis

Board of Trustees

Rolland Rosa, President

Tina Ayala, Clerk

John Toledo

Mike Bragg

Jerry Helm

March 18, 2004

Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814

Dear Dr. Swofford:

The Title 5 Degree Authorizations, as written in your March 25, 2004 agenda, provide for the greatest flexibility for teachers to obtain subject matter competence in additional subject areas as well as to meet the compliance requirements of "No Child Left Behind." It is important to keep in mind that the teachers applying for a degree authorization are fully credentialed teachers who are seeking to add to their subject matter authorization to teach additional core subjects. Thirty-two units in a core subject area is a significant number of units above the current teaching credential requirement. It is important to provide possible financial, institutional and geographical flexibility in assisting the teacher to meet these requirements. I believe that the proposed language does that.

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Sincerely,



Anthony G. Luis
Superintendent/Principal

Fallbrook Union Elementary School District

321 N. Iowa Street • Fallbrook, CA 92028-2108 • (760) 723-7000



Governing Board
Maurice Demier, Ed.D.
Wendy Bradshaw
Patty de Jong
Anne Renshaw
Paul Schaden

District Superintendent
James M. Choate

March 18, 2004

Dr. Sam Swofford, Executive Director
 California Commission on Teacher Credentialing
 1900 Capitol Avenue
 Sacramento Ca, 95814

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I would encourage the Commission to give serious consideration and support to the language that has been developed by the staff with the input from a significant representative group from the educational community.

Sincerely,

James C. Whitlock, Assistant Superintendent
 Office of Employer-Employee Relations



Fontana Unified School District

9680 Citrus Avenue · P.O. Box 5090 · Fontana · CA 92334-5090 (909) 357-5000

March 18, 2004

Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento Ca, 95814

RE: Support of the Additions to Title 5 Regulations Pertaining to Degree Authorizations as Written

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Sincerely,

Joan Fields, Coordinator
Certificated Human Resources

EMMANUEL I. D'SOUZA
Associate Superintendent, Business Services
(909) 357-5000 ext. 7115 Fax (909) 357-5084

PATRICIA J. PEOPLES, Ed.D.
Associate Superintendent, Administrative Services
(909) 357-5000 ext. 7003 Fax (909) 357-5084

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D. Wayne Ruble, Ed.D.

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LAURIE ST. GEAN
Associate Superintendent, Educational Services
(909) 357-5000 ext. 7070 Fax (909) 357-5094

MARILYN J. COREY
Interim Associate Superintendent, Human Resources
(909) 357-5000 ext. 7068 Fax (909) 355-2056



Fontana Unified School District

9680 Citrus Avenue · P.O. Box 5090 · Fontana · CA 92334-5090 (909) 357-5000

March 18, 2004

Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento Ca, 95814

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Sincerely,

Sherri L. Black, Director
Certificated Human Resources

EMMANUEL J. D'SOUZA
Associate Superintendent, Business Services
(909) 357-5000 ext. 7115 · Fax (909) 357-5084

PATRICIA J. PEOPLES, Ed.D.
Associate Superintendent, Administrative Services
(909) 357-5000 ext. 7003 · Fax (909) 357-5084

BOARD OF EDUCATION

Kathy Binks
Gus Hawthorn
Laura Abernathy Mancha
Arlene Piazza, D.Min.
D. Wayne Ruble, Ed.D.

DEBRA A. BRADLEY, Ed.D., Superintendent of Schools
(909) 357-5000 ext. 7010 · Fax (909) 357-5017

LAURIE ST. GEAN
Associate Superintendent, Educational Services
(909) 357-5000 ext. 7070 · Fax (909) 357-5094

MARILYN J. COREY
Interim Associate Superintendent, Human Resources
(909) 357-5000 ext. 7068 · Fax (909) 355-2056

LEMOORE UNION HIGH SCHOOL DISTRICT

5 Powell Avenue • Lemoore, California 93245-3601 • 559 924-6610 • FAX 559 924-9212

March 18, 2004

Dr. Sam Swofford
Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814

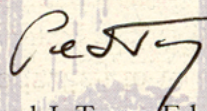
Re: Support of the Additions to Title 5 Regulations Pertaining to
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I would like to encourage the Commission to give serious consideration and support to the language that has been developed by the staff with the input from a significant representative group from the educational community.

Sincerely,



Paul J. Terry, Ed. D.
District Superintendent

TRUSTEES

John Giovannetti • Lois Hubanks • Noah Lawson • Kathy Neves • Gary L. Sedgwick



REDLANDS UNIFIED SCHOOL DISTRICT

HUMAN RESOURCES DIVISION

March 18, 2004

Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814

Re: Support of the Additions to Title 5 Regulations Pertaining to Degree Authorizations as Written

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Further, a degree authorization allows the school sites a greater level of flexibility in master scheduling decisions that would provide students with highly qualified teachers in more than one subject area.

I would encourage the Commission to give serious consideration and support to the language that has been developed by the staff with the input from a significant representative group from the educational community.

Sincerely,

A handwritten signature in black ink, appearing to read "Sabine Robertson-Phillips", is written over a horizontal line.

Sabine Robertson-Phillips
Coordinator, Human Resources

SRP:jl

SCHOOL DISTRICT PERSONNEL ADMINISTRATORS *of* SAN BERNARDINO & SAN DIEGO COUNTIES

March 19, 2004

Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814

**SUBJECT: LETTER OF SUPPORT
TITLE 5 REGULATIONS PERTAINING TO DEGREE
AUTHORIZATIONS**

Dear Dr. Swofford:

On March 25, at the regularly scheduled CCTC meeting, the Commission will be receiving information regarding a proposal for a degree authorization allowing teachers to meet certain compliance requirements in the No Child Left Behind Act (NCLB). This letter is to indicate our strong support for the thirty-two unit criteria as described in Agenda Item 2F.

Teachers working in rural and remote school districts will especially benefit by the recognition of their local Community College's ability to participate in this process. The broader institutional base, lower cost, and geographical proximity will be a significant factor in allowing the degree authorization concept to work. It is important to recognize that fully credentialed, working teachers, are being asked to add one more burden to their current daily load. The proposed degree concept, as written, will provide a realistic alternative for teachers to become NCLB compliant.

We look forward to endorsing the proposed Title 5 Degree Authorization regulations when they return to the Commission as an action item.

Sincerely,



Bruce Kitchen
CCTC/School District Liaison



Adelanto School District

11824 Air Expressway, Adelanto, California 92301

Ph (760) 246-8691

Fax (760) 246-4259

March 19, 2004

Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento Ca, 95814

Re: Support of the Additions to Title 5 Regulations Pertaining to Degree
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I would encourage the Commission to give serious consideration and support to the language that has been developed by the staff with the input from a significant representative group from the educational community.

Sincerely

Donna Landry
Director of Human Resources



Alta Loma School District

Board of Trustees Members

REBECCA DAVIES
SANDRA OERLY
CARYN PAYZANT
PETE PETERSON
DAVE REESE

9340 Baseline Road, Alta Loma, CA 91701-5821
(909) 484-5151

JANET MOREY
Superintendent

March 19, 2004

Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95814

Dear Dr. Swofford:

Re: Support of the Additions to Title 5 Regulations Pertaining to Degree Authorizations as Written

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Sincerely,

Michael K. Whisenand
Assistant Superintendent
Personnel/Support Services

c: Sharon Robison

EVELYN KOLMEL
Assistant Superintendent
Educational Services

MICHAEL WHISENAND
Assistant Superintendent
Personnel/Support Services

JAMES E. ASHTON
Assistant Superintendent
Administrative Services

FAX: Superintendent (909) 484-5155
Personnel/Support Services (909) 484-5160

Administrative Services/Accounts Payable (909) 484-5175
Educational Services (909) 484-5170

Purchasing (909) 484-5165



Barstow Unified School District

551 South Avenue "H" ☒ Barstow, CA 92311

(760) 255-6000 - Fax (760) 256-1436

March 19, 2004

Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento CA 95814

re: Support of the Additions to Title 5 Regulations Pertaining to Degree Authorizations as Written

Dear Dr. Swofford:

The Title 5 Degree Authorizations, as written in your March 25, 2004, agenda, provide for the greatest flexibility for teachers to obtain subject matter competence in additional subject areas as well as to meet the compliance requirements of No Child Left Behind. It is important to keep in mind that the teachers applying for a degree authorization are fully credentialed teachers who are seeking to add to their subject matter authorization to teach additional subjects. Thirty-two units in a core subject area is a significant number of units above the current teaching credential requirement. It is important to provide all possible financial, institutional, and geographical flexibility in assisting the teacher to meet these requirements. I believe that the proposed language does that.

I would encourage the Commission to give serious consideration and support to the language that has been developed by the staff with the input from a significant representative group from the educational community.

Sincerely,

Donald Haught, Ed.D.
Interim Director
Personnel Services

sr

CENTRAL SCHOOL DISTRICT

10601 Church Street, Suite 112/Rancho Cucamonga, California 91730/(909) 989-8541/Fax (909) 941-1732

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Human Resources
and Safety Preparedness

Jerry L. Shaw
Director of Special Education
and Pupil Personnel

March 19, 2004

Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814

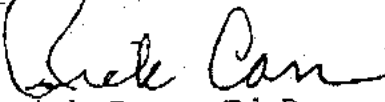
RE: Support of the Additions to Title 5 Regulations
Pertaining to Degree Authorizations as Written

Dear Dr. Swofford:

The Title 5 Degree Authorizations, as written in your March 25, 2004 agenda, provide for the greatest flexibility for teachers to obtain subject matter competence in additional subject areas as well as to meet the compliance requirements of No Child Left Behind. It is important to keep in mind that the teachers applying for a degree authorization are fully credentialed teachers who are seeking to add to their subject matter authorization to teach additional core subjects. Thirty-two units in a core subject area is a significant number of units above the current teaching credential requirement. It is important to provide all possible financial, institutional and geographical flexibility in assisting the teacher to meet these requirements. I believe that the proposed language does that.

I would encourage the Commission to give serious consideration and support to the language that has been developed by the staff with the input from a significant representative group from the educational community.

Sincerely



Rick Carr, Ed.D.
Assistant Superintendent, Human Resources
and Safety Preparedness

/cab

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SUPERINTENDENT OF SCHOOLS

March 19, 2004

Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814

**RE: Support of the Additions to *Title 5* Regulations Pertaining to Degree
Authorizations as Written**

Dear Dr. Swofford:

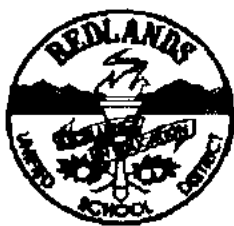
The *Title 5 Degree Authorizations*, as written in your March 25, 2004 agenda, provide for the greatest flexibility for teachers to obtain subject matter competence in additional subject areas as well as to meet the compliance requirements of *No Child Left Behind*. It is important to keep in mind that the teachers applying for a degree authorization are fully credentialed teachers who are seeking to add their subject matter authorization to additional core subjects. Thirty-two units in a core subject area is a significant number of units above the current teaching credential requirement. It is important to provide all possible financial, institutional and geographical flexibility in assisting the teacher to meet these requirements. I believe that the proposed language accomplishes that goal.

I would encourage the Commission to give serious consideration and support to the language that has been developed by the staff with the input from a significant representative group from the educational community.

Sincerely,


Roy Romer

/cgc



REDLANDS UNIFIED SCHOOL DISTRICT

HUMAN RESOURCES DIVISION

March 19, 2004

Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento CA, 95814

Re: Letter of Support -- Title 5 Regulations Pertaining to Degree Authorizations as Written

Dear Dr. Swofford:

The Title 5 Degree Authorizations, as written in your March 25, 2004, agenda, provide for the greatest flexibility for teachers to obtain subject matter competence in additional subject areas. In the Human Resources arena, we need all the assistance and flexibility we can get as we work diligently to meet the requirements of NCLB. Particularly, we need not discourage our already "highly qualified" Middle School professionals who are successfully meeting the needs of the students based on premises that were applicable when they were first *appropriately and legally* credentialed by the State of California. It is sufficiently difficult to explain to CORE Middle School Teachers the requirements of the NCLB language in theory, since it is different from what we have always told them. Now, in practice, the proposed language will assist us to explain how they can more easily complete their newly required additional subject matter competence coursework in order to meet the compliance requirements of No Child Left Behind.

Please understand and remind your Commission members that the teachers applying for a degree authorization are *fully credentialed teachers* who are seeking to add to their subject matter authorization to teach additional core subjects. Thirty-two units in a core subject area is a significant number of units above the current teaching credential requirement. It is important to provide all possible financial, institutional and geographical flexibility to assist teachers to meet these requirements. The proposed language effectively accomplishes that goal.

I strongly encourage the Commission to recognize the importance of this language and to support it in the format that has been developed by the staff. An effective consensus on the language was developed with the input from a dedicated and significant group representing the educational community. This effort should be supported.

Sincerely,

A handwritten signature in cursive script that reads "Cynthia S. Andrews".

CYNTHIA S. ANDREWS
Deputy Superintendent



Beattie Middle School

7800 Orange Street
Highland, CA 92346
(909) 748-6904

Ms. Carol Purvine
Principal

Mr. Anthony Wood
Assistant Principal

March 19, 2003

Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento Ca, 95814

Re: Support of the Additions to Title 5 Regulations Pertaining to Degree Authorizations as Written

Dear Dr. Swofford:

The Title 5 Degree Authorizations, as written in your March 25, 2004 agenda, provide for the greatest flexibility for teachers to obtain subject matter competence in additional subject areas as well as to meet the compliance requirements of No Child Left Behind. It is important to keep in mind that the teachers applying for a degree authorization are fully credentialed teachers who are seeking to add to their subject matter authorization to teach additional core subjects.

Thirty-two units in a core subject area is a significant number of units above the current teaching credential requirement. It is important to provide all possible financial, institutional and geographical flexibility in assisting the teacher to meet these requirements. I believe that the proposed language does that.

I would encourage the Commission to give serious consideration and support to the language that has been developed by the staff with the input from a significant representative group from the educational community.

Sincerely,

A handwritten signature in cursive script, appearing to read "Carol Purvine".

Carol Purvine
Principal



EDNA D. HERRING
Superintendent

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Director II

RIALTO UNIFIED SCHOOL DISTRICT

182 East Walnut Avenue, Rialto, California 92376-3598 Telephone (909) 820-7700 Ext. 400, Fax (909) 873-9376

March 19, 2004

Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento Ca, 95814

Re: Support of the Additions to Title 5 Regulations Pertaining to Degree
Authorizations as Written

Dear Dr. Swofford:

The Title 5 Degree Authorizations, as written in your March 25, 2004 agenda, provide for the greatest flexibility for teachers to obtain subject matter competence in additional subject areas as well as to meet the compliance requirements of No Child Left Behind. It is important to keep in mind that the teachers applying for a degree authorization are fully credentialed teachers who are seeking to add to their subject matter authorization to teach additional core subjects. Thirty-two units in a core subject area is a significant number of units above the current teaching credential requirement. It is important to provide all possible financial, institutional and geographical flexibility in assisting the teacher to meet these requirements. I believe that the proposed language does that.

I would encourage the Commission to give serious consideration and support to the language that has been developed by the staff with the input from a significant representative group from the educational community.

Sincerely,

Joseph G. Davis, Ed.D.
Assistant Superintendent
Personnel Services

JGD/rk



**BIRDSALL,
WASCO &
ASSOCIATES**

PETER BIRDSALL
Legislative Advocate

LAURA WASCO
Legislative Advocate

March 22, 2004

Dr. Sam Swofford, Executive Director
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814

Re: Support Title 5 Regulations Pertaining to Degree Authorizations

Dear Dr. Swofford:

On behalf of the California League of Middle Schools (CLMS), I am writing to urge the Commission to approve the Title 5 Degree Authorization as provided in the March 25, 2004 CTC agenda. The proposed Degree Authorization provides the greatest flexibility for teachers to obtain subject matter competence in additional subject areas as well as meets the compliance requirements for "highly qualified teachers" under the *No Child Left Behind Act* (NCLB).

We would like to commend the Commission staff on bringing stakeholders together to provide input on the proposed Title 5 Degree Authorization. As you know, the CTC staff developed the proposed Title 5 Degree Authorization with input from the many organizations, state agencies, and individuals involved in middle school education. The goal was to provide teachers with another option to meet NCLB teacher requirements and not diminish the pool of potential teachers who are qualified to teach at the middle school level.

It is important to provide flexibility to assist teachers in meeting the requirements; we believe that the proposed language does this. Thirty-two units in a core subject area is a significant number of units above the current teaching credential requirements.

We respectfully urge the CTC to approve the Title 5 Degree Authorization as proposed. Please call if can provide any additional information regarding this important issue.

Sincerely,

Laura Wasco
Legislative Advocate

cc Peter Murphy, Executive Director, CLMS

Chaffey Joint Union High School District

211 West Fifth Street, Ontario, California 91762-1698 • (909) 988-8511 • FAX (909) 984-1164

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March 22, 2004

Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814

RE: Support of the Additions to Title 5 Regulations Pertaining to Degree
Authorizations as Written

Dear Dr. Swofford:

The Title 5 Degree Authorizations, as written in your March 25, 2004 agenda, provide for the greatest flexibility for teachers to obtain subject matter competence in additional subject areas as well as to meet the compliance requirements of No Child Left Behind. It is important to keep in mind that the teachers applying for a degree authorization are fully credentialed teachers who are seeking to add to their subject matter authorizations to teach additional core subjects. Thirty-two units in a core subject area is a significant number of units above the current teaching credential requirement. It is important to provide all possible financial, institutional and geographical flexibility in assisting the teacher to meet these requirements. I believe the proposed language does that.

It would encourage the Commission to give serious consideration and support to the language that has been developed by the staff with the input from a significant representative group from the educational community.

Sincerely,

A handwritten signature in cursive script, reading "Shirley M. Gasparin".

Shirley M. Gasparin
Director of Personnel



HANFORD JOINT UNION HIGH SCHOOL DISTRICT

120 East Grangeville Boulevard • Hanford, California 93230

(559) 582-4401 • Fax (559) 584-9826

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Dr. Sam Swofford
Executive Director
California Commission on Teaching Credentialing
1900 Capitol Avenue
Sacramento, Ca. 95814

Re: Support of the Additions to Title 5 Regulations Pertaining to Degree Authorization as Written

Dear Dr. Swofford

I am writing to express my support for the proposed Title 5 Degree Authorizations as detailed in the Commission's March 25, 2004 agenda.

It is my understanding that these additions were developed by CCTC staff with input from a significant representative group from the educational community. I believe that, as written, these additions provide the greatest flexibility for teachers to obtain subject-matter competence in additional subject areas as well as to meet the compliance requirements of No Child Left Behind.

As you know, the teachers applying for a degree authorization are fully credentialed professionals seeking to add to their subject-matter authorization to teach additional core subjects. Thirty-two units in a core subject area is a significant number above the current teaching credential requirement. It should be the goal to provide all possible financial, institutional and geographical flexibility in assisting teachers to meet these requirements. I believe the proposed language does that.

I would encourage the Commission to give serious consideration to the language that has been developed.

Sincerely,

Pietro P. Faconti
Superintendent

YUCAIPA-CALIMESA JOINT UNIFIED SCHOOL DISTRICT

"To Make a Difference in the Life of Each Child"

12797 THIRD STREET, YUCAIPA, CA 92399

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Excellence in Education: Academically, Vocationally, and Personally

March 22, 2004

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Stuart Nussbaum, Ed.D.
*Deputy Superintendent,
Human Resources*

Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814

Re: Support of the Additions to Title 5 Regulations Pertaining to Degree
Authorizations as Written

Dear Dr. Swofford:

The Title 5 Degree Authorizations, as written in your March 25, 2004 agenda, provide for the greatest flexibility for teachers to obtain subject matter competence in additional subject areas as well as to meet the compliance requirements of No Child Left Behind. It is important to keep in mind that the teachers applying for a degree authorization are fully credentialed teachers who are seeking to add to their subject matter authorization to teach additional core subjects. Thirty-two units in a core subject area is a significant number of possible financial, institutional and geographical flexibility in assisting the teacher to meet these requirements. I believe that the proposed language does that.

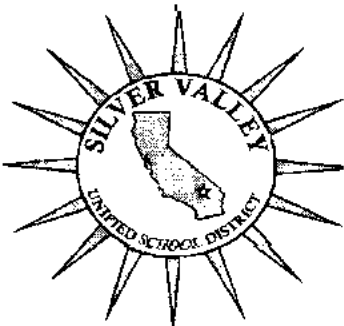
I would encourage the Commission to give serious consideration and support to the language that has been developed by the staff with the input from a significant representative group from the educational community.

Sincerely,



Stuart Nussbaum, Ed.D.
Deputy Superintendent
Human Resources

SN:bg



Silver Valley Unified School District

35320 Daggett-Yermo Road, P.O. Box 847, Yermo, CA 92398

PHONE: (760)254-2916 FAX (760) 254-2091

Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento Ca, 95814

Re: Support of the Additions to Title 5 Regulations Pertaining to Degree
Authorizations as Written

Dear Dr. Swofford:

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I would encourage the Commission to give serious consideration and support to the language that has been developed by the staff with the input from a significant representative group from the educational community.

Sincerely,

Jim Schiffman
Human Resources Director

Lewis Elementary School (K-3)
(760) 386-1900

Newberry Elementary School (K-5)
(760) 257-3211

Yermo Elementary School (K-8)
(760) 254-2931

Fort Irwin Middle School (4-8)
(760) 386-1133

Silver Valley High School (9-12)
(760) 254-2963

Alternative Education Center (K-12)
(760) 254-2715

**SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

March 23, 2004

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Dr. Sam Swofford, Executive Director
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814

Re Support of the Additions to Title V Regulations Pertaining to
Degree Authorizations

Dear Dr. Swofford

The Title V Degree Authorizations, as written in your March 25, 2004 agenda, provide for the greatest flexibility for teachers to obtain subject matter competence in additional subject areas as well as to meet the compliance requirements for No Child Left Behind.

The teachers applying for degree authorization are fully credentialed teachers seeking to add to their subject matter authorization to teach additional core subjects. Thirty-two units in a core subject area is a significant number of units above the current supplemental authorization requirements. Financial, institutional and geographical flexibility should be provided to assist the teacher in meeting these requirements. The proposed language does that.

I encourage the Commission to give serious consideration and support to the language that has been developed by the staff with the input from a significant representative group from the educational community.

Sincerely,

Frances S. Krug, Ed.D.
Assistant Superintendent
Personnel Services

Certificated Personnel

398 "B" Street
South San Francisco
California 94080-4423

Voice:
(650) 877-8725
FAX:
(650) 583-4717

FSK:jlr